



James A. Garfield National Historic Site

Long-Range Interpretive Plan

May 2014



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Overview



Administrative Background

This Long-Range Interpretive Plan (LRIP) was created in tandem with the 2014 Park Foundation Document. These documents will serve as guides for future planning and management, as well as for prospective park education and interpretation services and media.

James A. Garfield NHS was authorized as a unit of the National Park System by an Act of Congress (public law 96-607) on December 28, 1980 to preserve certain historically significant properties associated with the 20th President of the United States, James A. Garfield. In the act, Congress specifically authorized the preservation of the 7.82 acre site, consisting of President Garfield's home and the grounds, the only remaining portion of his original farm.

The act directed the Secretary of the Interior to administer the site. However, authorizing provisions permitted the Secretary to enter into an agreement with the Western Reserve Historical Society to maintain, operate, and interpret the historic property, and stipulated that the portion of the site owned by the Society could only be acquired by the National Park Service via donation.

From 1938 to 1984, the property was operated and maintained by the Lake County Historical Society under a contract with the Western Reserve Historical Society. The Lake County Historical Society used "Lawnfield" (a historical nickname for the Garfield property) as its headquarters and as a county museum. In 1984, the Western Reserve Historical Society resumed direct responsibility for management and operation of the historic site, and

returned the focus of the site to the interpretation of Garfield's life and legacy.

In 1984, the National Park Service (NPS) purchased the portion of the farm containing the Well House, Tenant House, Barn, Granary, and Chicken House from the Lake County Historical Society. The Western Reserve Historical Society donated its portion of the site, which included the Main House, Campaign House, and the Carriage House, to the National Park Service.

Executive Summary

This Long-Range Interpretive Plan includes recommendations for interpretive and educational programs to be developed over the next 7-10 years. Important factors considered in crafting the recommendations include:

- (a.) park purpose and statements of significance
- (b.) fundamental, and other, resources and values
- (c.) interpretive themes
- (d.) characteristics of various park audiences
- (e.) visitor experience goals

The plan acknowledges the strengths of current interpretive programs and media, and recommends several additional options. The range of recommendations endeavors to communicate the park's interpretive themes through resource immersion, interpretive media, and personal services. Some of the goals suggested by this plan include:

- the desirability of developing interpretive alternatives, not just

supplements, to the guided tour, taking resource protection issues, staffing limits, and visitor needs into account;

- the development of hands-on experiential and learning opportunities using appropriate reproductions; and
- the development of electronic media to increase virtual accessibility of park resources.

Planning Background

Early in 2013, the staff of James A. Garfield National Historic Site coordinated the start-ups of both this Long-Range Interpretive Plan and the Foundation Document. To expedite and coordinate the concurrent planning processes, a Foundation Workshop was held at the park in April of 2013.

At the Foundation Workshop, the NPS Midwest Regional Office planners facilitated the development of purpose and significance statements, fundamental and other resources and values, and additional foundational material. The Harpers Ferry Center Interpretive Planner facilitated the development of interpretive themes, visitor experience goals, and other aspects of long-range interpretive planning.

A Long-Range Interpretive Plan Recommendations Workshop was conducted at the site in June of 2013. The planning team formalized concepts from the April workshop and developed specific recommendations to link audience interests with park resources and meanings.

Foundation

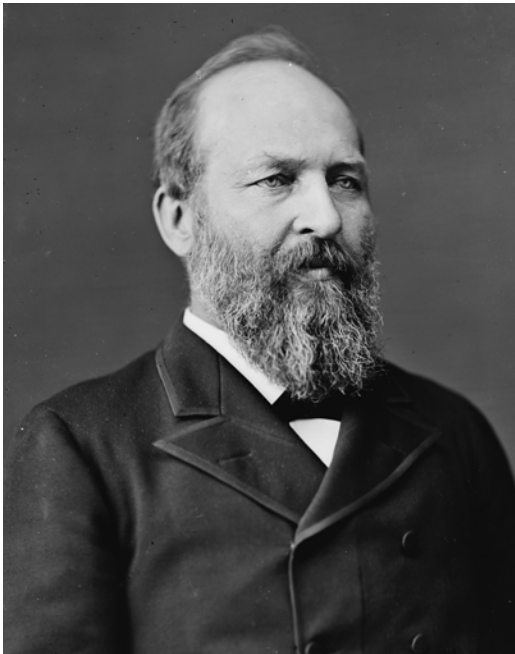


Foundation

The following Park Purpose, Statements of Significance, Fundamental and Other Resources and Values, and Interpretive Themes are shared with the 2014 Foundation Document.

Park Purpose

James A. Garfield National Historic Site preserves the property that best represents the life and legacy of the 20th President of the United States for the benefit, education, and inspiration of present and future generations.



Statements of Significance

1. The Mentor Farm was the home of James A. Garfield from the later years of his long congressional career until his assassination while serving as president in 1881. The residence was significant to Garfield's congressional constituency during his rise to the presidency, became a national symbol during the presidential campaign, and remains as a tangible example of Garfield's political acumen.
2. James A. Garfield's Mentor Farm was the site of the successful 1880 "front porch" presidential campaign, a style of campaigning that

Garfield popularized and that influenced subsequent presidential races. Composing many of his speeches in his study, he delivered them to reporters and visitors from the front porch of his home, which was a new approach to relating and directly communicating with the public.

3. The exceptionally well preserved and accurately restored home, combined with one of the most complete collections of a 19th century presidential family's belongings provides a rich, immersive experience. Visitors see the family's furniture, decorative artwork, and personal belongings situated as they were during President Garfield's life and Mrs. Lucretia Garfield's subsequent memorialization efforts.
4. Lucretia Garfield created the first presidential memorial library, containing her husband's books, personal, professional, and political correspondence, speeches, and diaries. She was dedicated to preserving his legacy for the rest of her life, and her work advanced the concept of presidential libraries and archives.

Fundamental, and Other, Resources and Values

1. The Garfield Family Home – The house where James A. Garfield resided and where his wife Lucretia memorialized him after his death.
2. Collection – The house, its furnishings, books, and memorial objects were donated by the five Garfield children, and restricted by the deed of gift to be used "only and solely as a memorial to our father...and our mother...for the purposes of a historic building and museum to preserve objects of historic interest."



James A. Garfield had strong anti-slavery feelings from a young age and championed civil rights for the formerly enslaved during his congressional service. These African American Civil War veterans visited his Mentor, Ohio home during the 1880 presidential campaign.

3. Physical Elements of the Presidential Campaign – The campaign office, the front porch, and the lane that led to the house from the railroad tracks.
 4. Outbuildings – Buildings that were part of the property when Garfield purchased it (the Horse Barn, Granary, and Chicken Coop) and later outbuildings installed by Lucretia Garfield (the Windmill, Gasholder, Tenant House, and Carriage barn).
 5. Surrounding character (value) – the residential nature of the surrounding properties provides a buffer from surrounding development.
- Garfield’s lifelong quest for knowledge and skills in numerous diverse fields greatly exemplified the American success story of the 19th century.
 - The evolution of the Garfield property is representative of regional and national trends, including development of canals, railroads, the expansion and influence of urban Cleveland, and the development of country estates as a counter-balance to expanding urbanization.
 - Ohio politics and patriotism influenced the national scene, producing three presidents in succession (Grant, Hayes, and Garfield), and contributing a high percentage of both soldiers and generals during the Civil War.
 - During the campaign, Garfield hosted visits from the Fisk Jubilee Singers and large delegations of African Americans interested in speaking with and influencing the candidate.
 - Garfield appointed to many positions African Americans,

Interpretive Themes

Context: During Garfield’s lifetime, the State of Ohio evolved from frontier society to national economic, political, and social leadership; it was a progressive and stimulating environment that influenced Garfield’s Civil War service, political career, and social consciousness.

including, Frederick Douglass as the District of Columbia's Recorder of Deeds. In his Inaugural Address he made strong statements against slavery and for the preservation of African-American civil and political rights, including the right to an education and the right to vote including Frederick Douglass as the District of Columbia's Recorder of Deeds, and former Mississippi Senator Blanche Kelso Bruce as the first black United States Treasurer.

Character: Garfield's intellectual curiosity, determination, and versatility propelled him into a career as a preacher, teacher, self-taught general, and a leading member of the Republican Party. Lifelong dedication to learning and self-improvement helped to make Garfield a true leader in our country's highest office.

- Garfield sponsored the bill which created the first Department of Education.
 - Garfield advocated service in government based on merit.
 - Garfield's love of education can be illustrated by the number and subject matter of his books, the Hiram principal desk, artifacts from school days, and evidence of his various memberships and his time on the Smithsonian Institution's Board of Regents.
 - Garfield was cautious and moderate in his opinions. Education in general, and debating skills in particular, taught him to consider multiple points of view.
-

Public Service: During his quarter century of public service, James A. Garfield confronted, considered, and responded to issues of civil rights, constitutional protections, education, and economic development, issues that continue to have relevance today.

- By the time of his death at age 49, James A. Garfield had been a teacher, college principal, minister, state legislator, lawyer, Civil War general, congressman, U.S. senator-elect, and president of the United States.
 - The site reflects Garfield's 17-year congressional career. Garfield relocated to Mentor in order to continue to live in the 19th district, where he had a safe seat in Congress
 - Tangible resources which can illustrate Garfield's public service include his electoral commission print, the Hiram Desk, the *Congressional Globe*, military pieces, the 20-person engraving, and his general's stars.
 - The portrait of General Garfield on the memorial landing illustrates Garfield's patriotism, leadership, and a significant point in his career.
 - Garfield's Civil War service illustrates his willingness to sacrifice for the country and his belief that slavery should be abolished. That service also became a springboard into national politics.
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Campaign: The 1880 Republican presidential campaign harnessed technology and Garfield's oratorical

Many of the nearly 20,000 visitors to the Garfield property during the 1880 campaign walked this path to the home to hear the candidate give "front porch" campaign speeches.



skills to wage the first “front porch” campaign, laying the foundation for modern presidential campaigns that personally involve the candidate in planning, strategy, and direct public communication.

- As an antithesis to the image of corrupt, big-city politics, the values associated with farming, such as simplicity, hard work, and the appreciation of land, home, and family, may have contributed to Garfield’s success as a political candidate.
- “Home” was a new center of political activity. Tangible resources linked to the campaign include the desks where speeches were written.
- For Garfield, personal contact was a successful tactic, as he was charismatic, had a confident presence, and knew how to handle himself with a group of people.
- The Garfield family’s manners, as well as the property, were well-suited to interface with the public. An ordinary person might be able to “see themselves” in the Garfield family farm.

James A. Garfield and Lucretia Rudolph around the time of their engagement. Their marriage endured many hardships over nearly a quarter of a century and was a strong, loving partnership by the time of his presidency.



- Rather than appearing undignified and immodest, self-promotion of a presidential candidate began to become accepted as legitimate with Garfield’s campaign.
- The Mentor Farm’s structures and landscapes were improved to support the campaign.
- The railroad facilitated Garfield’s 1880 front porch campaign. A temporary depot was installed to accommodate the large numbers of visitors coming to Mentor to see the candidate. Lucretia retained the historic farm lane to memorialize its importance to the campaign.

Marriage/Partnership: James A.

Garfield and Lucretia Garfield built a strong partnership based on mutual respect and devotion, and developed a home and family life making possible Garfield’s successful career as a college president, state legislator, lawyer, Civil War officer, congressman, and President of the United States.

- James and Lucretia built a strong and effective partnership out of their individual focuses and interests. They respected each other as intellectual equals.
- While Lucy Hayes from Ohio was the first, Lucretia was the second First Lady to be college-educated.
- As First Lady, Lucretia was greatly respected for her fortitude during her husband’s convalescence and her dedication to preserving his memory and legacy after his death.

Home: The Garfield property served as both an Ohio refuge from politics and a place where the family could farm and spend time together. The Mentor property later became an important element in crafting the “farmer Garfield” image that made

James A. Garfield an appealing presidential candidate. The evolution of Garfield's home and farm during the last two decades of the 19th century is representative of the period's agrarian ideals as contrasted with growing urbanization.

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- The Mentor Farm was the "homeplace" of the Garfield family, and served as an anchor of family relationships.
 - Tangible resources which can illustrate the concepts of love and family include photos, portraits of children, personal letters, Mollie's piano, books (the family read together), and children's artwork.
 - The tastefulness and authenticity of the home's architecture and furnishings provide the contemporary visitor with imaginative access to another era.
 - The Mentor Farm as a country estate is a forerunner of future presidential compounds.
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Memorialization: The tragedy of James A. Garfield's assassination provided the impetus for philanthropy that led to an unprecedented memorialization effort, culminating in the creation of a memorial library that continues to serve as a template for the United States' tradition of presidential libraries.

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- With the alterations made by Lucretia Garfield in 1885-86, the home and its library became an integrated memorial to President Garfield.
 - In 1936, the Garfield children donated the home and its furnishings to the Western Reserve Historical Society as a memorial to their parents. The integrity of the site's collection, landscape, buildings, and documentation are exceptional.



- The Mentor Farm serves as an anchor for multiple Garfield sites in the larger regional landscape of NE Ohio.
 - Thoughtful alterations, impeccable restoration, and continued preservation of the James A. Garfield home pay respect to this American leader.
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In an effort to preserve her husband's memory and personal books and papers, Lucretia Garfield had the beautiful Memorial Library added to the home in 1885-86. Today, it is considered by many to be the nation's first presidential library and is the favorite room of nearly every visitor to James A. Garfield National Historic Site.

Existing Conditions



Visitor Experience of the Garfield Family Home

The core feature of visitor experience at James A. Garfield NHS is a guided tour of the family home. Lavish with original furnishings, personal belongings, and decorative arts, the beautifully and authentically restored Victorian home allows visitors to “step into” a critical and complex era. Visitors may gain appreciation for a life of public service underlain by firm family support.

Ranger-guided tours are made available to the public to the extent that staffing and protection of the resource permit. In addition to ranger-guided house tours, Behind-the-Ropes and Behind-the-Scenes tours encourage discovery and enthusiasm. Tours are usually limited to 12 per tour, with 35 people total in the house at one time. The group size lends itself to a home-like experience, may encourage dialogue, and allows control for resource protection. Park rangers conscientiously turn what could easily be a “furniture tour” into a venue for insight and meaning. Following the tour, the self-guided house museum presents additional opportunities for learning.

On a sensory level, the house speaks for itself. The architectural scale and decorative elements are astounding. Although visitors might touch only the handrail, the creaky doors and floorboards, natural lighting, and musty scent of old books and wood help to transport them to an increasingly rare domestic world. Behind-the-Ropes and Behind-the-Scenes tours are purposely crafted to increase sensory experience with the house and the collection. Reduced hours resulting from budget limitations have required the staff to develop opportunities for visitors to experience the site without having access to the home’s interior spaces.

Views of the interior are available on the park website, site publications, Facebook, and sales items in the Visitor Center. Accessibility options include brochures in braille, a lift to the front porch and an elevator within the house, written tour outlines, assisted listening devices, and a “second floor” film offered as an alternative to the upstairs tour.



James A. Garfield National Historic Site's visitor center was once the property's carriage house. It was built on the property in the early 1890s, a decade or so after President Garfield's death.

Visitor Experience of the Collection

The fact that 80-85% of house artifacts are original is critical to the value of the site. Personal items from the Garfield family enhance the interpretive experience.

In addition to viewing the furnishings in situ during the various types of house tours, opportunities to view and consider individual pieces exist in the House Museum and in the Visitor Center.

The richness of the collection lends itself to interpretation from a myriad of perspectives. Paintings, interior design, photographs, statues, documents, furnishings, textiles, patterns, textures, historical and mythological representations, etc. can all provide distinct avenues for understanding and connection. Park rangers do not repeat a rote or generic narrative as they guide visitors through the home. Instead, they offer their unique insights and interests about the subject matter—they interpret the story of James Garfield, his family, his home and farm.

Many items from the collection are on display in the Visitor Center. These items are used effectively in exhibits which present a chronological interpretation of Garfield's life and career in a relatively small space.

Eastern National serves as the park's cooperating association, providing a range of interpretive and educational materials in a Visitor Center sales

outlet for visitors to take home. Several custom reproduction items, such as fireplace tiles, have been created specifically for sale in the park and are accompanied by interpretive messages.

Visitor Experience of the Presidential Campaign

The excitement and tension of the 1880 presidential campaign is recalled through exhibits in the visitor center, which incorporate narratives spoken by distinct voices.

Ranger-led tours, informal ranger contacts, publications, and wayside exhibits are designed to increase visitors' awareness and appreciation of the site as a campaign location.

Interpretation of the Front Porch Campaign is compromised by the noise of traffic on Mentor Avenue. Inside the house, Garfield's office (also known as the "snuggery") serves as a focus for interpreting the presidential campaign; on the grounds, visitors can step into and view the interior of the campaign office.

Special events at James A. Garfield NHS serve as opportunities to highlight and interpret the presidential campaign. Park activities are regularly organized around contemporary events, including Presidents' Day, anniversaries of historical occurrences, and presidential elections and inaugurations.

Visitor Experience of the Setting

The setting of James A. Garfield NHS provides several effective avenues of visitor experience. The grounds and facilities are residential in character and suggest an atmosphere of rest and safety. They serve as a decompression zone, allowing visitors to make the transition from 21st century traffic to an adventure into another scene and century. Many features of this site reflect a park-like setting rather than a farm or a country estate, however, the ease of exploring and viewing historic features is of benefit to the interpretation of landscape transitions.

An idyllic view of the Garfield property as it looked during the 1880 presidential campaign.



The central location of the parking lot, visibility of the main house, other signature buildings, and clear walkways assist with self-orientation. Because there is no sequential order to the pathways, nor do they make an obvious circular route, a roving interpreter is helpful. The lack of “do not” signs, and the minimal number of signs and messages help visitors feel welcome and get their bearings.

Benches and picnic tables are accessible. Climate controlled restrooms may not be historically accurate, but communicate order and hospitality.

Low-key wayside exhibits inform visitors about the historic structures and settings. When the wind is right, the spinning of the windmill and the movement of the trees’ branches illustrate nature’s force and humans’ ingenuity.

Garfield’s diaries and library have inspired the park staff to offer a broad range of special events, including activities based on the Civil War, Edgar Allan Poe, Shakespeare, and Sousa music. Naturalization ceremonies connect the site to the larger National Park System and have active participation from Garfield family members; new citizens take oath to support and defend the Constitution similar to oaths taken by members of Congress and Presidents like Garfield. The park-like setting, visibility of the grounds from Mentor Avenue, and broad range of topics may encourage the participation of diverse audiences in these events.

The property’s mature trees, manicured lawns, and generally coordinating architecture, reflect Lucretia Garfield’s vision for a country estate. Fruit trees, flowers, freshly cut grass, and shade trees are an effective respite from urbanization, and serve as an invitation to the imagination.

Visitor Experience of the Outbuildings

Visitor experience at James A. Garfield NHS currently is restricted by facilities that are limited in space and were not



originally designed to accommodate administrative, educational, or interpretive operations. Only the Carriage House, campaign office, and windmill (a small, mostly inaccessible space) are dedicated to interpretation.

Lucretia Garfield had this windmill constructed in the 1890s. It pumped water into the house but also served as a landmark feature for the property she came to view as a “country estate.”

Park management strives to maximize the park facilities for visitor use, while minimizing the footprint of the park’s infrastructure. Although most of the outbuildings are not open to visitors on self-guided tours of the grounds, Behind-the-Scenes tours provide occasional access to interesting interiors, which are powerful in communicating park themes.

Sensory experience of the buildings is not fully developed. The physical experience of opening hand-fashioned latches and creaky doors to discover “working” interiors is not possible at the present time, due to the buildings’ use for operational purposes. The audio exhibit in the carriage house does convey an interpretive narrative.

Communication Venues

Interpretation of the JAGA story is presented through a range of personal services and non-personal media.

The Visitor Center

- The entrance to the renovated Carriage House is clearly seen from the parking lot.

- Exhibits highlight objects from the collection, incorporating light, text, graphics, and four audio units.
- An orientation film representing Garfield's life, in mostly chronological order, is shown upon request.
- The Eastern National outlet provides a welcoming space for visitors as they transition into the park, and also as a "come back again" space which offers a thoughtful selection of take-home materials.

Staffing

- During peak season, the tours, museum, park film, sales and information desk, and off-site programs are staffed by one full-time GS-11 Chief of Interpretation, two full-time GS-9 rangers, and two permanent part time GS-5 park guides. One or more seasonal staff is usually hired for the busy season. GS-9s also manage the fee program, volunteer program, Eastern National bookstore, and the education program. In addition to front line work, GS-5s are responsible for special event planning, writing the site handbook, and serving as de facto site curator.
- Many dedicated volunteers provide front desk services and give tours of the Garfield Home.
- The conversational style used during house tours is in itself a media form, which is distinctly different and more historically correct than electronic communication.
- Ranger-led tours allow for on-the-spot exchange of information or insights most appropriate to the interests of various audiences.

Media Outreach

- Websites, Facebook, the park's interpretive blog, and press releases to local and regional newspapers, as

well as radio and television, include information for trip planning, and promote upcoming opportunities.

- The park newsletter, The Garfield Telegraph, is posted on the park's www.nps.gov/jaga homepage.
- Local media websites (PATCH, LCVB) promote park events.
- In 2012-2013, national exposure resulted from park staff appearances on C-Span's First Ladies series, C-Span's Book TV, CBS Sunday Morning, etc.

Social Media

- In 2012, the staff at James A. Garfield National Historic Site set up a blog- an electronic format in which audiences can exchange ideas with each other and with park staff. The website address is <http://garfieldnps.wordpress.com>.
- The National Historic Site can also be followed through Facebook at www.facebook.com/GarfieldNPS. The park's Chief of Interpretation and a park volunteer maintain the Facebook page.
- Information and shorter communications from the park are distributed through Twitter at www.twitter.com/GarfieldNPS. The park's Chief of Interpretation manages the Twitter feed.
- The park is active on Instagram (www.instagram.com/GarfieldNPS) and You Tube (www.youtube.com/GarfieldNPS).

Publications

- The standard park map-and-guide is provided to visitors upon payment of their entrance fee. This publication was revised by Harpers Ferry Center in 2013.
- The Garfield Telegraph is a site-produced newsletter which communicates administrative changes which affect the public, and highlights site-specific topics

which are relevant to the time of year, including special events.

- Site bulletins are available on a variety of topics.
- A park handbook has been written and submitted to Eastern National; the park hopes for publication in the next few years.
- The park's Junior Ranger booklet is site-based. Because the current program is intended for site visitors, it is not available on-line.

Education Program

The education programs at JAGA are inquiry-based, incorporate hands-on learning, and correlate to the Ohio Academic Content Standards in social studies, math, and language arts. All on-site programs are approximately two hours in length and include a guided tour of President Garfield's home. When the division of Interpretation is adequately staffed, the following programs are available for educational groups.

Education Programs include:

- Past and Presidents (grades pre-K to K)
- Tell it Like it Was (grade 2)
- Building a Community: Mentor Village (grade 3)
- Front Porch Math (grades 4-5)
- Getting to Know Garfield Series (grades 3-4, 5-6, 7-8)
- Where was Garfield? (grades 4-5)
- Thinking like a Curator (grades 5-9)
- We the People (grades 5-8)
- Fighting for the Union (grades 5-8)

In addition, the park presents numerous merit badge programs for scout groups.



Issues and Influences

- Within the historic buildings, weight loads of visitor groups, sometimes including electric chairs, may damage structural integrity.
- HVAC vibrations are noticeable to visitors in the Garfield home.
- There are currently no exhibit spaces which can be adapted to accommodate rotating collections.
- Noise and air pollution from traffic on Mentor Avenue detracts from visitor experience on the front porch. Vibration from traffic may be negatively impacting the Garfield home.
- Special events are drawing more diverse audiences, as the population of northeast Ohio is becoming more diverse.
- The current parking area is inadequate for heavy use days and special events. Increased visitor use creates pressure to expand parking spaces within the existing footprint. Although the current parking lot is conveniently and centrally located, it does detract from the historic landscape.
- The lawn is an important feature for interpreting the park's stories. However, large special events can cause the lawn to become compacted or rutted.

A Volunteer (center, with patch on shirt) leads a tour of the Garfield home at James A. Garfield National Historic Site. The site relies on volunteers to assist with providing tours, working the front desk, setting up special events, managing social media, and much more.

- The surrounding residential neighborhoods, while not presenting a historic scene, do buffer the site from more intrusive land uses.
- Position management is constrained by an existing budget deficit. GS-5s and GS-9s are occasionally tasked with larger roles and responsibilities.

Audiences

Segments of a park's audiences are described in order to identify the need to focus interpretive efforts toward specific audience characteristics. Discussions at the April and June 2013 workshops suggested that the diverse characteristics of visitors to James A. Garfield NHS can be grouped into four audience segments:

- a. Local and regional residents, travelers, and visitors with specialized interests;
- b. Organized school groups; and
- c. Visitors to the site who do not experience the house tour.

Park staff also addresses orientation, information, and interpretation for others who have not or cannot physically visit. This fourth type of audience will be referred to as:

- d. Virtual audiences.

Many compelling topics are suggested by the resources at JAGA, and are relevant to more than one audience segment. Through the conscientious use of a range of interpretive techniques, delivered through a variety of interpretive venues, interpreters can tell stories of James A. Garfield, his life, career, family, and legacy; more specialized topics can include slavery, abolition, the Civil War, the Constitution, fiscal issues, the overcoming of adversity, evolution of medical care in the 19th century, presidential succession, political history, life on the early Ohio frontier, and the value and importance of education, to name a few.

a. Local and regional residents, travelers, and visitors with specialized interests

For this group, guided tours and the house museum and visitor center collections provide opportunities to learn about the home, its occupants, its collection, and the 1880 presidential campaign.

These visitors may be repeat customers, bringing out-of-town family members and visitors to the Garfield Home. The park's annual events can become community traditions for local and regional residents. In addition, people with specific interests in presidential history may travel a long distance to visit JAGA. In the summer season, travelers make up the largest group of visitors.

b. Organized school groups

This audience group can learn about the Fundamental Resources of the park through guided tours that specifically address curriculum goals.

School groups are the site's largest audience during several months of the year. In addition to curriculum-based experiences, students may find the site a suitable venue for volunteer, employment, or internship opportunities.

c. Visitors to the site who do not experience the house tour

This group's experience with the Fundamental Resource of the Garfield home is limited to exterior views of the home, although exhibits in the Visitor Center provide opportunities for connection to park resources.

The core experience of this site (the guided house tour) may not be appropriate for some audiences. Physical or cognitive ability, the presence of young children or older adults, and time limitations may play a role. If the guided tour is not

appropriate for even one member of a group, it may affect the larger group's decision to participate in this option. A visitor's inability to access the guided tour may be a result of the park's preservation needs or staffing limits.

d. Virtual audiences

Virtual audiences have varied expectations, depending on their specific needs for information.

Some audiences need only basic information about tour times and other logistical concerns. Other audiences seek a virtual experience and expect the website, social media, and other virtual sources to be up-to-date, relevant, and compelling. Still other audiences will include researchers seeking electronic access to primary documents and studies.

Partnerships

Western Reserve Historical Society: (WRHS) The WRHS retains ownership of most of the site's extensive collections of original artifacts, and the park's use of the collection is maintained through long-term loan.

Eastern National serves as the cooperating association for JAGA. The organization funds and operates the bookstore. A JAGA staff member serves as liaison with Eastern National. Profits are returned to the park for interpretive purposes.

Friends of James A. Garfield NHS was formed in 2013, and as of this document's writing, is working on establishing 501C3 status. This non-government group will be able to provide advocacy, as well as financial and staffing support. Group members will serve as volunteers, helping to preserve and protect JAGA's resources. This opportunity for civic engagement will strengthen the park's connection with the community.

The Lake County Visitors Bureau provides granting opportunities which can help support the park's mission. In addition, the Bureau serves JAGA by marketing the site and its events, through both publications and email. In return, JAGA supports area economy by adding value to the tourism experience.

The City of Mentor: Because JAGA is within city limits, the City provides services, including fire and police protection, and maintenance of roads and sidewalks. The park pays to use city buses for student transportation to the site.

Hiram College has provided financial support for interpretive programs. The College houses some Garfield-related archives and a statue of James A. Garfield.



A National Park Service ranger discusses flag etiquette with boy scouts before leading them on a tour of the Garfield home.

Garfield family members were instrumental in beginning the “Friends of James A. Garfield NHS” in 2013. Family members have donated artifacts to the park, attended book signings, and contributed to the park’s Facebook page. The involvement of Garfield family members lends a sense of authenticity to park events and connects visitors to the personal aspects of the Garfield legacy.

Naturalization ceremonies at the park provide an avenue for interaction with members of the Senate and Congress, Federal District court, Homeland Security, and the League of Women Voters (Lake County Branch). These events help to illustrate the park story and strengthen the public understanding of JAGA within the context of federal government. They also serve to introduce James A. Garfield to a new audience.

Off-Site Programs

- Several businesses and public resources in Mentor have developed relationships with the park. These entities provide clean, modern facilities in which park interpreters can address various audiences on a variety of specific topics as well as through more extended speaker series. This has been successful in creating a “following” of participants.
- Requests for park rangers to present off-site programs are honored whenever staffing permits.

Visitor Experience Goals

Encountering interpretive opportunities is an important aspect of a person’s visit to the site. Interpretation can be presented through media and personal services, and by the purposeful crafting of meaningful experiences based in park resources.

The JAGA interpretive program strives to inform the behaviors, attitudes, sensory responses, and knowledge of visitors in the following ways:

Behavior: Visitors will have opportunities to:

- Orient themselves to the site.
- Select from alternative ways of experiencing the site.
- Spend quality time in the house, without causing resource degradation.
- Purchase books and souvenirs, thereby supporting interpretive programs and commemorating their visit to the site.
- Engage in hands-on, sensory activities that supply lasting memories of their park experience and reinforce the preservation message without impacting the original items in the collection.
- Interact with knowledgeable and respectful interpreters who can answer questions and explain details of primary stories.

Attitude: Visitors will have opportunities to:

- Find inspiration in, and become enthusiastic about, the life and legacy of James A. Garfield.
- Feel respect for the collections.
- Consider the meaning of public service.
- Contemplate their personal understanding of “home” by learning about what it meant to the Garfield family.

James A. Garfield’s life-stretching from his log cabin birth to the presidency-make James A. Garfield National Historic Site an inspiring location for naturalization ceremonies like this one.





Secretary of the Interior James R. Garfield (left) with President Theodore Roosevelt (center) and Ohio industrialist Arthur L. Garford (right).

- Use their imaginations to relate to a culture and time that is different from their own.
- Appreciate JAGA as a well-preserved and interpreted presidential home, and unit of the National Park System.

Sensory: Visitors will have opportunities to:

- Access appropriate sensory experiences within the house and on the grounds to increase engagement with the site.
- “Hear” the simulated voices of James A. Garfield, Lucretia and other family members, and Garfield’s contemporaries through audio, film, and text.

Knowledge: Visitors will have opportunities to:

- Understand the constant need for resource protection through regular and special tours, monitoring, and restoration efforts.
- Understand the site within the larger context of Presidential sites and the National Park System.
- Understand the significance of this site, as described earlier in this document.

Research Needs

In order to improve interpretation at JAGA, the following topics have been identified as current research needs:

Garfield

- Information on the leather-bound volumes housed at the Library of Congress, which were historically shelved in the house vault
- Location of various Garfield documentary resources
- Garfield’s congressional career and legislative interests

The Garfield Home

- A deeper understanding of the day-to-day life of the Garfield family
- More on activities done on-site by Garfield children: chores, education, games, day-to-day life
- Information about the east porch, breakfast porch, servants’ quarters, bathrooms, and kitchen

People

- African Americans on the site: why did they feel compelled to visit presidential candidate Garfield?

- Garfield's second son, James R. Garfield, who served as Secretary of the Interior, and may have been involved with Roosevelt in the establishment of conservation ethics later adopted by the NPS
- Servants, farmhands, and employees

Context

- Evolution of the roles of president and First Lady from Garfield's time to today
- More information about the evolution of presidential campaigns that began with Garfield in 1880
- Regional and national trends, as reflected in the Garfield landscape
- Understanding of the social life of both northeast Ohio and Washington, D.C. and how the Garfields participated in those social arenas
- How did secondary and college education differ from modern curriculums?

Operations

- A carrying capacity study to define the resource limits to guided tours and special events in the house
- Clarify the line between sponsorship and financing. Investigate the possibility of a temporary donor wall such as the one used at Pea Ridge National Battlefield
- The house's ability to illustrate sustainable management (geothermal heating and HVAC system, box and eaves gutter system.)

Future Interpretive Program



Future Interpretive Program

Partnership Opportunities

The park's interpretive partnerships with private, non-profit, business, and other government entities are described earlier in this document. The LRIP planning team recognizes that opportunities or challenges may arise which allow for development of additional or stronger partnerships.

Educational Institutions

- Schools with music programs could provide music for special events. Students would benefit from the status of performing at a national park.
 - Garfield and his sons attended Williams College. A relationship could be established with the college, in order to increase information sharing. Williams College might be a relevant partner from which to recruit volunteers or staff.
 - Hiram College (which was called the Western Reserve Eclectic Institute when Garfield was president) still contains the Garfield's Hiram home, recently deeded to the college. An affiliation with Hiram College might increase access to historic archives found there. Perhaps JAGA could exchange staff with the college to some degree. Hiram College might provide a platform for JAGA staff to present educational or interpretive programs or media.
 - High-school and college-level history teachers could serve as volunteers for JAGA in the summer.
 - The NPS Teacher-Ranger-Teacher program could increase site visibility and interpretive and educational capabilities.
-

Other Garfield Entities

- The Lakeview Cemetery Foundation cares for Garfield's tomb. The tomb is a beautiful historic structure, on the National Register of Historic Places, but is in need of restoration. JAGA interpretation might encourage stronger public appreciation and support of the structure.
 - The connection between JAGA and other Ohio presidential sites, as well as presidential sites in general, could be developed through interpretation. Although the National Association for Interpretation (NAI) and the management of the various sites have attempted to cultivate this connection, it has remained under-developed.
 - As the "Friends of James A. Garfield NHS" is developed, opportunities for program funding, wider reaches into the community, and leads to other partnerships may arise. The Friends group may increase levels of engagement with state representatives, resulting in a higher profile of park events. Members of the Friends group may benefit from this philanthropic engagement by having access to special opportunities to engage with the park.
 - First Ladies National Historic Site and JAGA have an obvious connection that may present opportunities for interpretive partnership.
-

Recommendations: Behavior

Goal: Visitors will have opportunities to orient themselves to the site.

Current Interpretive Program Includes:	Additional Recommendations
Wayside at parking lot	Develop a cell phone tour which will help visitors to navigate the grounds
Sundial in courtyard	Develop event brochures
Old/New Mentor exhibit in House Museum	Create an outdoor bulletin board
Junior Ranger book reference to the Old/New Mentor exhibit	Create a sign or wayside exhibit that identifies the old Tenant House and its current use as an administration building
Directions, photos, tour times, etc. on park website	
Directional signs used for special events	
First part of house tour (when entering house) includes orientation	
Informal roving contacts can provide orientation	
House Museum exhibit: scale models of the house	
Front desk staff orient visitors to site	

Goal: Visitors will have opportunities to select from alternative ways of experiencing the site.

Current Interpretive Program Includes:	Additional Recommendations
Programs are advertised in several formats, including print, electronic, and media	More formalized volunteer and service opportunities could be provided for youth groups, including scouts, school- and church- based groups, and Leadership Lake County's youth group
Special events offer multiple experiences	Create evening programs to capture the ambiance of the house after the sun goes down
Off-site programs are given on a variety of topics, and also advertise other special programs	Informal roving could offer explanations geared to the visitor
Special tours, such as Behind-the-Ropes and Behind-the-Scenes provide out-of-the-ordinary experiences	Develop interpretive opportunities that serve as an alternative to the guided tour
Visitor Center offers multi-sensory exhibits	Provide more sitting/resting opportunities inside and on the grounds
	Translate park brochure into Spanish (PMIS 203067)
	All audiences will have an opportunity to become involved with the newly-formed Friends group

Goal: Visitors will have opportunities to spend quality time in the house, without causing resource degradation.

Current Interpretive Program Includes:	Additional Recommendations
Up-to-date information (all media venues) on available tour days and times can minimize number of visitors coming when tours are not being given	Consider creating additional specialty tours and programs in the house
House Tours, Behind-the-Ropes, and Behind-the-Scene tours create broad range of options	
Exhibits in the VC give visitors advance views of the story, which enriches the House Tour experience	
Exhibits in House Museum provide support for the house tour	

Goal: Visitors will have the opportunities to purchase books and souvenirs, thereby supporting interpretive programs and commemorating their visit to the site.

Current Interpretive Program Includes:	Additional Recommendations
Book signings are focus of some special events	Make a reading list of book
Eastern National operates a store in the VC, and items are available for purchase online	Find a way to link Friends Group donations to a commemorative sales item
House Tours provide opportunities to refer visitors to bookstore items	

Goal: Visitors will have opportunities to engage in hands-on, sensory experiences, reinforcing the preservation message, without impacting the original items in the collection.

Current Interpretive Program Includes:	Additional Recommendations
Sundial and sculpture in courtyard are inviting to touch	Plan future wayside exhibits with tactile elements
Visitors can listen to and watch the park film	Create more opportunities for audiences to work on projects with a tactile dimension
Social media and websites offer video and auditory elements	
Civil War special events provide opportunities to hear, smell, taste, and do things differently	
Behind-the-Ropes tours allow controlled touching of collection items	

Goal: Visitors will have opportunities to interact with knowledgeable, skilled, and respectful interpreters who can answer questions and add detail, depth, and interest to the park's primary stories.

Current Interpretive Program Includes:	Additional Recommendations
Visitors interact with an interpreter in the VC when they first enter the site	
The swearing-in of Junior Rangers	
Social media and blogs encourage dialog	
Junior Ranger activities, and children's activities at special events, encourage interaction	
Off-site and on-site school programs promote contact with rangers	
All guided house tours include contact with rangers	

Recommendations: Attitude

Goal: Audiences will have opportunities to find inspiration in, and become enthusiastic about, the life and legacy of James A. Garfield.

Current Interpretive Program Includes:	Additional Recommendations
Park film touches on a few inspirational ideas	Produce a high-quality interpretive film which comes as close as possible to the standards of the guided tour. This could be made available as a sales item. (see PMIS 203059)
Facebook links JAG quotes with real-time events	
The surprise of unexpected experiences during Behind-the-Scenes and Behind-the-Ropes tours	
All guided tours are opportunities to communicate enthusiasm	
Audio elements in VC exhibits are energetic and could promote emotional engagement	

Goal: Audiences will have opportunities to feel respect for the collections.

Current Interpretive Program Includes:	Additional Recommendations
Social media and websites promote importance of collections	Seek opportunities to acquire the collection
Behind-the-Ropes tours provide "special" experiences with the collections	Pursue funding to hire a curator
All guided tours have the opportunity to generate respect for the collections	Create facsimiles of the leather-bound Garfield papers in order to increase the interpretive value of the vault
VC exhibits communicate the importance of items in the collection	Conduct historic preservation and resource management workshops with the community
	Work with WRHS to create an on-line museum

Goal: Audiences will have opportunities to consider the meaning of public service.

Current Interpretive Program Includes:	Additional Recommendations
Special Events focused on the Civil War communicate the public service story	Create a high-profile exhibit (real and virtual) to acknowledge volunteers
Guided tours use photographs and objects in the collection to discuss public service	
Day of Caring event	

Goal: Audiences will have opportunities to contemplate their personal understanding of “home” by learning about what it has meant to the Garfield family.

Current Interpretive Program Includes:	Additional Recommendations
Guided tours reveal clues to domestic activities and family interactions	Offer specialty tours or special events which focus on family life
The House Museum reinforces concepts of home and family relationship	Work with the family to sponsor Garfield picnics, reunions, etc. to maintain the family connection to the property and the park’s interpretive stories
Special events use family photos to illustrate home life	

Goal: Audiences will have opportunities to use their imaginations to relate to a culture and time that is different from their own.

Current Interpretive Program Includes:	Additional Recommendations
The park film provides visual images	Rotating exhibits could put fragile items briefly on display, such as clothing
Blog posts strive to engage readers’ imagination	Make use of Eleanor’s interview and silent home movies
House tours provide stunning visual evidence of differences in scale, décor, operations, and furnishings of the late 1880s	Replace interpretive flipbooks (see PMIS 203066)

Recommendations: Sensory

Goal: Audiences will have opportunities to find inspiration in, and become enthusiastic about, the life and legacy of James A. Garfield.

Current Interpretive Program Includes:	Additional Recommendations
Wayside exhibits and sculpture invite audiences to observe with discrimination	Host a small concert event in the library or parlor
Park film has auditory and visual elements	Host author talks in the library or parlor
Social media may have auditory and visual elements	Develop an operations plan for the Barn
Behind-the-Scenes tours point out construction methods	Work toward lighting the gasholder
Behind-the-Ropes tours offer a chance to "touch"	Incorporate use of props into programs to engage multiple senses
All house tours provide opportunity to see, hear, and smell the features of the old house	
Roving rangers can encourage use of senses	

Goal: Audiences will have opportunities to "hear" the voice of James A. Garfield, Lucretia and other family members, and Garfield's contemporaries through audio, film, and text.

Current Interpretive Program Includes:	Additional Recommendations
Garfield quotes are incorporated into wayside exhibits	Use excerpts from Mollie's diary as astute observations from a 13-year old child's point of view
Historical marker uses a quote	Use Mollie's "voice" in the narrative of the obsequies area
Base of sundial has a quote	A recently-discovered silent film could be paired with narration to show the grown children with their own children
The park film uses many quotes	
VC exhibits use many quotes	
Printed and electronic media use quotes	
Guided tours use Garfield diary quotes	

Recommendations: Knowledge

Goal: Audiences will have opportunities to understand the importance of and methods of resource protection.

Current Interpretive Program Includes:	Additional Recommendations
Behind-the-Ropes tours explains resource protection methods	Use social media to interpretively highlight current preservation, maintenance, and resource management efforts
All ranger-guided tours include preservation messages, such as "do not touch" and "do not use flash photography"	Develop site bulletins to match above
On any tour through the historic house, visitors may notice crack monitors, locked doors, ropes, pest traps, smoke detectors, and interns cleaning	Conduct historic preservation and resource management workshops to share efforts with local residents
While roving, rangers can interact with visitors who may be damaging the resource inadvertently	National Environmental Policy Act (NEPA) and other natural resource protection acts could provide anniversaries as prompts for interpretation
An exhibit in the House Museum deals with resource protection	

Goal: Audiences will have opportunities to understand the site within the larger context of Presidential sites and the National Park System.

Current Interpretive Program Includes:	Additional Recommendations
Waysides incorporate graphic identity features	Develop audio tours for use on the JAGA grounds, and also for JAGA related sites in Mentor (PMIS 150305)
Historical marker in the courtyard ties JAGA to other Ohio sites	Plan a field day for Garfield-related sites to collaborate and share resources
Entrance sign displays arrowhead symbol	Use the NPS Centennial to call attention to the site
Free literature is available in the bookstore from other NPS sites, and other presidential sites	Create new information desk in VC (PMIS 200473)
The website, social media sites, and printed material feature the arrowhead, and other graphic identity features	Develop interpretation that highlights connections between parks that share subject matter
Formal tours include an NPS message	Conduct VSP Study to Refine Interpretive Programming (see PMIS 145635)
A banner in the VC shows the Civil War presidents	Produce rack cards (see PMIS 203069)
Timeline in the VC puts JAGA in context of US history	The park could piggyback off of "Log Cabin to White House," a project sponsored by the Lake County Historical Society that involves bus transportation of students to historic sites.

Goal: Audiences will have opportunities to learn the significance of the site, as described earlier in this document.

1. The Mentor Farm was the home of James A. Garfield from the later years of his long congressional career until his assassination while serving as president in 1881. The residence was significant to Garfield's congressional constituency during his rise to the presidency, became a national symbol during the presidential campaign, and remains as a tangible example of Garfield's political acumen.

Current Interpretive Program Includes:	Additional Recommendations
Wayside exhibit explains the Mentor Farm image	Pursue publication of a park handbook
The Garfield Telegraph newsletter, park brochure, and books sold at the Eastern National outlet provide information on the Mentor Farm	Create a diagram showing who lived at the house at various times
The park film, exhibits, social media, and park website explain the importance of the Mentor Farm	Develop a computer-aided design model (CAD) to show how the house expanded over time
Behind-the-Ropes tours reveal hidden aspects of the Mentor Farm	Consider evening programs, to provide fuller access to the "home" experience
Special events, guided tours, the House Museum and VC exhibits, and school programs represent the Mentor Farm as a home	Consider paper dolls, Junior Ranger activity, or another method of illustrating ages of residents
	Identify the current administrative building as the old tenant house by a reworded building ID sign
	Demonstrations could take place in the barn, granary, or chicken coop

2. James A. Garfield's Mentor Farm was the site of the successful 1880 "front porch" presidential campaign, a style of campaigning that Garfield popularized and that influenced subsequent presidential races. Composing many of his speeches in his study, he delivered them to reporters and visitors from the front porch of his home, which was a new approach to relating and directly communicating with the public.

Current Interpretive Program Includes:	Additional Recommendations
Wayside exhibits explain the campaign	Create an opportunity to use a telegraph machine
The Garfield Telegraph newsletter, park brochure, and books sold at the Eastern National outlet provide information on campaign	Consider using atomizers of cigar smoke in campaign office
The park film, exhibits, social media, and park website explain the importance of the campaign	Develop a site bulletin which explain the significance of the 1880 campaign
Behind-the-Scenes tours reveal hidden aspects of the Campaign	Develop a program that compares and contrasts campaign styles
All guided tours of the Mentor Farm emphasize the campaign	Partner with high school to perform campaign music at the site
Special events represent the Mentor Farm as a campaign site. Campaign buttons are made on Presidents' Day	Identify the current administrative building as the old tenant house by a reworded building ID sign
The House Museum and VC exhibits represent the Campaign story, incorporating posters, campaign illustrations, 3-D objects, and audio	Demonstrations could take place in the barn, granary, or chicken coop
School programs emphasize the campaign	
Readers Theater is a reenactment of the campaign	

3. The exceptionally well preserved and accurately restored home combined with one of the most complete collections of a 19th century presidential family's belongings provides a rich, immersive experience. Visitors see the family's furniture, decorative artwork, and personal belongings situated as they were during President Garfield's life and Mrs. Lucretia Garfield's subsequent memorialization efforts.

Current Interpretive Program Includes:	Additional Recommendations
The Garfield Telegraph newsletter, park brochure, and books sold at the Eastern National outlet provide information on the house and collection	Create an on-line virtual museum
The park film, exhibits, social media, and park website explain the importance of house and collection	Consider working with partners to provide opportunities to host croquet and parlor games
Behind-the-Scenes and Behind-the-Ropes tours reveal hidden aspects of the house and collection	Find temporary exhibit space (secure and low-light), which would allow clothing and other fragile items to be displayed for a short time
All guided tours of the Mentor Farm emphasize the house and collections	Install rigid barrier for Summer Bedroom (PMIS 203065)
Special events, such as the 130 anniversary program, emphasize the house and collections	
The House Museum and VC exhibits represent the importance of the house and collections	

4. Lucretia Garfield created the first presidential memorial library, containing her husband's books, personal, professional, and political correspondence, speeches, and diaries. She was dedicated to preserving his legacy for the rest of her life, and her work advanced the concept of presidential libraries and archives.

Current Interpretive Program Includes:	Additional Recommendations
Wayside exhibits mention the memorial library	
The park newsletter and brochure explain significance of the memorial library	
Social media sites and website highlight the importance of the memorial library	
Behind-the-Ropes tours explore the memorial library	
The second-floor film features the memorial library	




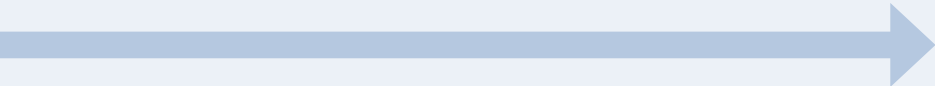

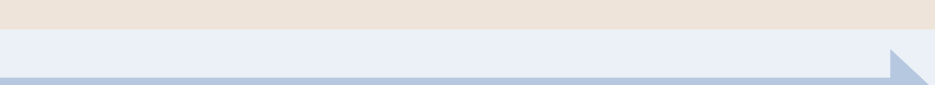
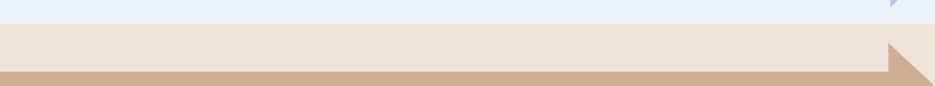
Recommendations: Education Program

Current Interpretive Program Includes:	Additional Recommendations
On-site programs for pre-K to grade 8	Develop curriculum-based programs to address national standards for math and science
Off-site programs for pre-K to grade 8	Update current curriculum-based school programs
	Develop curriculum-based programs for high school
	Construct and assemble curriculum-based travelling trunks (PMIS 150747)
	Initiate use of distance learning technology (PMIS 169041)
	Post lesson plans on website





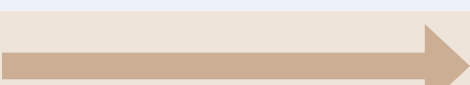
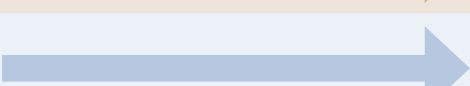
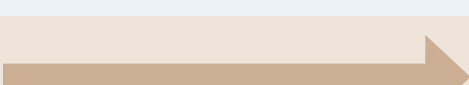

Implementation Plan

Discussions at the June 2013 Recommendation Workshop suggested a prioritization and timeframe for the tasks identified in this LRIP, as outlined in the following tables.

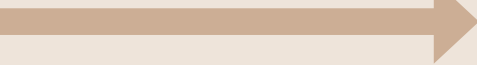
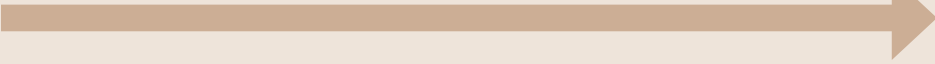
HIGH PRIORITY

The year 2014	The years 2015-2017	The years 2018-2023
Install rigid barrier for Summer Bedroom (PMIS 203065)	Review and update the park's Exhibit Plan	Initiate use of distance learning technology (PMIS 169041)
Seek funding to host buses for school visits to the park	Create new information desk in VC (PMIS 200473)	
Use the NPS Centennial to call attention to the site		
Conduct historic preservation and resource management workshops with the community		
Plan a field day for Garfield-related sites to collaborate and share resources	Create a diagram showing who lived at the house at various times	
Promote membership in the new Friends Group	Replace entrance sign	
Use social media to interpretively highlight current preservation, maintenance, and resource management efforts		
Replace interpretive flipbooks (PMIS 203066)		
Develop a high-quality interpretive film (PMIS 253059)		
Incorporate use of props into programs to engage multiple senses		
Find temporary exhibit space (secure and low-light), which would allow clothing and other fragile items to be displayed for a short time, to better illustrate Mentor Farm as a family home		
Pursue funding to hire a curator		
Seek opportunities to acquire the collection		

MEDIUM PRIORITY

The year 2014	The years 2015-2017	The years 2018-2023
Translate park brochure into Spanish (PMIS 203067)	Develop a cell phone tour which will help visitors to navigate the grounds	
Pursue partnerships with local school districts		Post lesson plans on website
Develop an operations plan for the Barn		
Develop curriculum-based programs to address national standards for math and science		
Update current curriculum-based school programs		
Develop curriculum-based programs for high school		
	Develop audio tours for use on the JAGA grounds, and also for JAGA related sites in Mentor and NE Ohio (PMIS 150305)	
	Make a reading list of books that relate to Garfield	
	Find a way to merge donations with a commemorative experience (take home item linked to donation)	
	Produce rack cards (PMIS 203069)	
	Work toward lighting the gasholder	
	Present special programs that compare and contrast campaign styles	
	Interpret connections among presidential parks	
	Provide more sitting/resting opportunities inside and on the grounds	
	Create an on-line virtual museum	
Consider creating additional specialty tours and programs in the house, including evening programs		

LOW PRIORITY

The year 2014	The years 2015-2017	The years 2018-2023
	Create a sign or wayside exhibit that identifies the old Tenant House and its current use as an administration building	
	Host author talks in the library or parlor	Consider paper dolls, Junior Ranger activity, or another method of illustrating ages of residents
	Create an opportunity to use a telegraph machine	Conduct VSP study to refine interpretive programming (PMIS 145635)
		Consider working with partners to provide opportunities to host croquet and parlor games
		Host a small concert event in the library or parlor
		Construct and assemble curriculum-based travelling trunks (PMIS 150747)
Develop interpretive opportunities that serve as an alternative to the guided tour		

Planning Team

James A. Garfield National Historic Site

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